

Programme 109.†

L₂

(September to December, 1927.
(January to March, 1928, overseas.)

Parents' National Educational Union. The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORM II. (A and B).

PUPILS' NAMES

Bible Lessons.

The Bible text must be read and narrated without interruption.

A & B I. Suitable parts from *Judges*, chapters 13-16, and from *I. Samuel*, chapters 1-8. Teacher to study Dr. Paterson Smyth's *Judges* (A.P.C.K., 1/6), lessons 7-14, in order to bring the passage home to the children, adding comments if necessary.

II. *St. Matthew's Gospel*, chapters 1-9. Teacher study lessons i.-vii. of Paterson Smyth (Sampson Low, 1/6).

Sunday Reading (optional):

A & B (a) *The Children's Year* (Church Seasons), by the Rev. G. A. Oakley (S.P.C.K., 3/6). (b) *S.P.C.K. Bible Atlas* (1/-). (c) *Helps to the Study of the Bible* (Oxford Press, 3/6).

A (d) *Greatheart of Papua* (James Chalmers), by W. P. Nairn (Oxford Press, 2/6). (e) *Abraham Lincoln*, by W. M. Thayer (Oxford Press, 3/6).

B (d) *Legends of the Sun and the Moon*, by M. Procter (Harrap, 1/3). (e) *A Child's History of Rhodesia*, by M. W. Williams (Simpkin Marshall, 2/6).

† The 109th term of work set since the Parents' Union School began.

Sunday occupations :

A *The Book of Centuries*. (Notes by Miss Bernau, P.N.E.U. Office, 4d.).

A & B Design Christmas cards, using beautiful lettering (see "Bridges").

For private daily Bible reading children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Noigate, 2/6), or, *Lectioes* (Spottiswoode, 1d. each, 1927). For hymns: *The Church and School Hymnal* (S.P.C.K., 1/6, or with music, 3/6). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press, 1/-).

Writing.

A & B *A New Handwriting** (is not script; very important), by M. M. Bridges (P.N.E.U. Office, 5d. a card); teacher to study instructions (6d.): practise card 3. Transcribe, with card 6 as model, some of your favourite passages from Shakespeare's *A Midsummer Night's Dream*, or from Poetry Books set. Two perfectly written lines every day.

Dictation.

A & B Two pages at a time to be prepared carefully, then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and natural history. Words not known to be visualized (see *Home Education*, pp. 240-243).

Composition (written or oral narration daily after each lesson).

A (a) Stories from Plutarch, Shakespeare and Scott, (b) accounts of events of the day, etc. Verses on scenes and incidents of every-day life, etc., in the metres of poems read. Read from well-written papers.

B Stories from the term's reading. Children in B who cannot write easily may narrate part.

English Grammar (see N.B. 3.)

Parse and point out Subjects, Verbs, Objects, every week, making progress each term.

A & B *The Parts of Speech and their Uses*,* by H. W. Household (Macmillan, 1/9). (A), pp. 85-105. (B), pp. 27-39.

A or, (2nd year, for quick revision), *A New English Grammar*,* by R. B. Morgan (Murray, 2/-), pp. 40-64, with additional exercises from *Exercises in English Grammar*,* by R. B. Morgan (Murray, 1/9), or continue.

English History.

A & B *A History of England*,* by H. O. Arnold-Forster (Cassell, 8/6), chapters 41-47, inclusive, pp. 333-396 (1553-1603).

Teacher will find useful Quennell's *A History of Everyday Things in England*, Part IV. (1500-1599), (Batsford, 3/-).

Take the *Home and Classroom* section of *The Times*: order direct from *Times Office* (6/- yearly).

French History.

A & B *A First History of France*,* by L. Creighton (Longmans, 5/-), pp. 158-189 (1547-1603).

General History.

A *The Ancient World*,* by A. Malet (Hodder & Stoughton, 3/6), pp. 31-57.

Keep a Book of Centuries (P.N.E.U. Office, 1/9, or, better, 2/6, see notes by Miss Bernau, 4d.), putting in illustrations from all the history studied during the term (Bible, English, French, General).

Visit The British Museum or local museum: *Babylonia and Assyria*,* by D. A. Mackenzie (Blackie, 1/3), pp. 7-29. *British Museum Guide to the Babylonian and Assyrian Antiquities* (Oxford Press, 2/6); *British Museum Postcards*, series 37-39 (Oxford Press, 1/- each).

Citizenship.

A North's Plutarch's *Lives: Timoleon** (Cambridge Press, 3/6), pp. 1-47. Smith's *Classical Dictionary* (Dent, 2/6). *Classical Atlas*, (Dent, 2/6). *The Citizen Reader*,* by H. O. Arnold-Forster (Cassell, 2/6), chapters I.-III., 1926 edition.

B *Stories from the History of Rome*,* by Mrs. Beesly (Macmillan, 2/6), pp. 1-61.

Geography.

"Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps. All Geography to be learnt with atlas. Philips' *Modern School Atlas of Physical, Political and Commercial Geography** (7/6): ten minutes' exercise on map of the world every week; know something about foreign places noticed in the current newspapers (see under History).

A & B *Asia*, by N. B. Allen (Ginn, 4/6), pp. 242-337 (Western Asia, India), or, *The Counties of England, Ambleside Geography Book III.** (Kegan Paul, 4/-), pp. 123-156.

Round the Empire,* by Sir George Parkin (Cassell, 2/6), pp. 122-151.

A *Our Sea Power*,* by H. W. Household (Macmillan, 2/-), pp. 117-138, or read from *The Spanish Armada* (Blackie, 1/-).

Natural History,¹ etc.

A *Life and Her Children*,* by Arabella Buckley (Macmillan, 6/-), pp. 269-301.

B Kingsley's *Madam How and Lady Why** (Macmillan, 4/6, or, Dent, 2/-), chapters 5, 6, 7.

¹ Overseas members see special leaflet.

A & B *The Sciences*,* by E. S. Holden (Ginn & Co., 3/9), pp. 118-182: children should make experiments where possible, or, (2nd year in II.A), *The Mysterious Ocean of Æther*, by C. R. Gibson (Blackie, 1/3), pp. 5-39. *Easy Experiments in Science*, by H. McKay (Oxford Press, 1/6), may be used.

Keep a Nature Note-book (P.N.E.U. Office, 5d.; see *Home Education*, pp. 54, 55). Make special out-door studies according to the season and climate, with drawings and notes, e.g., autumn tints, the fall of the leaf, star studies, etc. *Countryside Rambles*, by W. S. Furneaux (Philips, 2/6), may be used.

Picture Study.

A & B Reproductions* of six pictures by Ribera (P.N.E.U. Office, 2/-). See Notes for teachers in the September *Parents' Review*, also *Home Education*, pp. 307-311.

French² (see N.B. 3).

A & B *Cours de Français, Méthode Orale*,* Book 2, by F. Thémoin (Hachette, 2/6), (A) pp. 101-111, (B) pp. 26-37, or, more advanced: *Nouveaux Pas en Français*, by M. Chapuzet and W. Daniels (Harrap, 2/6), Lessons 1-5. Optional (for narration), *Roland et Fleur de Mai* (Blackie, 6d.).

Teacher will find useful for conversation *French Oral Practice*, by C. H. Leather (Dent, 1/9).

Recueil de Poèmes,* Vol. I., by J. Molmy (Blackie, 6d.).

Latin (see N.B. 3).

A First year: Scott and Jones' *First Latin Course** (Blackie, 2/6), continuous passages to be followed by narration.

Sections 39, 46, 53, 58, 73, 76, 79; 39A, 44A, 50A, 72A, 73A; Vocab. 36-79. Declensions of "bonus" and "pulcher." Imperf. Indic. Active of "sum" and the 4 regular conjugations.

Second year; *Gradatim** (Longmans, 2/-), Translations 25-30 for narration, with necessary grammar from Sir W. Smith's *Principia Latina* (a First Latin Course) (Murray, 4/-), e.g., Sections VII.B and VIII. Perf., Pluperf. Indicative Active of "sum," and the 4 regular conjugations.

Arithmetic (see N.B. 3).

Teacher should use *The Teaching of Mathematics*, by I. Stephens (P.N.E.U. Office, 4d.).

A *A New Junior Arithmetic*,* by H. Bompas Smith (Methuen, 2/6), pp. 135-149. Revise Tables.

B *A New Junior Arithmetic*,* pp. 34-52, or, continue. Much care with tables and rapid oral work. For

² Schools may substitute the National Language

additional examples see Nelson's *Arithmetic Practice*, Teacher's Book, Part III. (1/3), Part IV. (1/3), or, V. (1/4).

Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Geometry or Algebra (2nd year in II.A). (See N.B. 3.)

(a) *A Shorter School Geometry*,* by H. S. Hall and F. H. Stevens (Macmillan, 2/6), Part I., pp. 30-42; or, (b) *A School Algebra*,* by H. S. Hall (Macmillan, 3/6), pp. 10, 26-31. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Drawing.

Teacher should consult: *Drawing, Design and Craft-work*, by F. J. Glass (Batsford, 12/-). Fruits in brush-drawing. Studies of Autumn colour. Original brush-drawings from scenes in books set for reading. Memory drawings. Design programmes and invitations for a Christmas entertainment. Paint-box with specially chosen brush and colours (P.N.E.U. Office, 2/6)*: pencil should not be used. Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Recitations.

A & B (a) Two suitable passages of about twelve verses each from *I. Samuel*, e.g., ch. 2, and from *St. Luke's Gospel*, e.g., ch. 6, (b) Psalm 96, (c) a hymn, and (d) one of the following:—a scene from Shakespeare's *A Midsummer Night's Dream*; fifty lines from *Lyra Heroica** (Macmillan, 3/6), e.g., Macaulay's *Armada*, Tennyson's *Revenge*, or, from *The Way of Poetry*, an anthology, compiled by J. Drinkwater (Collins, 2/6).

Reading (including holiday and evening reading).

A & B Books set for Geography, History and Recitations should afford exercise in careful reading. Some new words to be visualized every day.

Shakespeare's *A Midsummer Night's Dream** (Blackie; Plaintext Edition, 6d.). Scott's *The Abbot** (Nelson, 1/6).

For holiday reading: Kingsley's *Westward Ho!* (Dent, 2/-); Kipling's *Rewards and Fairies* (Macmillan, 4/-).

A *The Spanish Armada** (Blackie, 10d.). Bulfinch's *Age of Fable** (Dent, 2/-), pp. 8-39.

B *The Heroes of Asgard*,* by A. & E. Keary (Macmillan, 4/6), pp. 212-262.

Musical Appreciation.

Schubert, see *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6), and under "Our Work" (September P.R.).

Music.

(a) Continue *Child Pianist* (Curwen & Son); teacher using the *Teacher's Guide* (revised edition, 7/6), or, (b) use Beringer's *Pianoforte Tutor* (Bosworth, 3/6 complete, or in 2 parts, 2/- each), with *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

Singing.

The National Song Book, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-). *Christmas Carols*, edited by Sir J. Stainer, First Series (Novello, 1/6). Unaccompanied singing: three songs from *A Book of British Song*, edited and arranged by Cecil Sharp (Murray, 2/-), and see *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.). Three French songs: *Folk-Songs of France*, Book 1 (Novello, 2/-). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 13 to 16, inclusive (Curwen & Son, 2/6): *Exercises for Pupils* (9d. a set). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lessons 24-27 (Curwen, 3/-).

Drill.

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Children's Singing Games*, by A. Gomme & Cecil Sharp, Set 1 (Novello, 1/-). *Scandinavian Dances*, Series II. (Ling Association, 11d.). Ex-Students take House of Education Drills. Teacher may find useful *How to Teach School Dances* (Evans, 4/6). Hockey, Net Ball.

Work.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). Help in house or garden. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). Sloyd: *Cardboard Modelling*, by C. W. D. Boxall (Charles, 2/6): make four models: (Materials from Philip & Tacey Ltd., Fulham, London, S.W. 6.), Ambleside students take House of Education Models. Make Christmas presents. *Constructive and Decorative Stitchery*, by L. G. Foster (3/6). Seat a stool with sea grass, Drynd Leaflet No. 43 (6d.). *Toy-making in School and at Home*, by R. K. and M. I. R. Polkinghorne (Harrap, 10/6). Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Arrange and act scenes from *Rewards and Fairies*. Help the "Save the Children Fund," address: 24 Langham Street, London, W.1.

N.B. 1.—In home schoolrooms where there are children in A as well as in B both Forms may work together, doing the work of A or B as they are able, but more work must be expected from A. Children should be two years in II.A (average ages, 10 and 11).

N.B. 2.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office).

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps. Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for the Form.

N.B. 4.—Each pupil should have a copy of the books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5½d. each, and Cambridge paper for Examination, 1/- for 4 quires (not less) single, double lines and squares; special clipped book post envelopes, 4d. for 3. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band (2/3), and Ribbon (2 inches wide 2/2 a yard, ½ inch wide, 1/3). Boys' Belts, 2/-. Ties (1/3 cotton, 3/3 and 2/6 silk). P.U.S. Monogram Badges (9d.) for boys' and girls' caps. Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Prayer and Hymn (1d.).

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

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The Parents' Union School.

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FORM II., (A & B).

PUPILS' NAMES.....

Bible Lessons.

- I. A & B 1. Describe the two visits of the Angel of the Lord to Manoah's wife.
2. Write a short account of Samuel's childhood. "Can you give any sentences from Hannah's prayer of thanksgiving?"
- A 3. What gifts did God give to Samson? Did he make good use of them? Tell one story fully.
- II. A & B 1. Describe, (a), the Baptism of our Lord, or, (b), how He called His first disciples.
2. What does Christ teach us, (a), about praying, (b), about the Lilies of the Field and the Fowls of the Air?
- A 3. Write an account of one temptation of our Lord. What lessons may we learn from it?

Writing. (Writing is also considered in each answer).

Write A, (four), B, (two), lines of poetry from memory.

Dictation (unprepared) (Spelling is also considered separately in each answer).

- A Bulfinch's *Age of Fable*, p. 9, "The dawn . . . in the east."
- B *Stories from the History of Rome*, end of chapter XI., "He then put on . . . Pool."

Composition. (The subjects are all taken from the Programme.)

- A & B 1. Write in prose (not more than a page) about one of the following,—(a), The escape from Lochleven Castle, (b), How Amyas kept Christmas in Smerwick Bay, (c), a scene in which "Bottom" appears (*Midsummer Night's Dream*), (d), Iduna's apples.
- A 2. Write in verse (that must scan) upon one of the following,—(a), The Armada, (b), a Flood, (c), "Puck," (d), Jupiter summons the gods to council.

English Grammar.

- A 1. Analyse, parsing the words in italics,—

"We *left behind* the painted buoy
That *tosses at* the harbour mouth;
And *madly danced our* hearts *with* joy,
As fast we *fleeted to* the South."

2. Make four sentences containing adverbial clauses. Analyse one of them.
3. Make sentences containing the following words,—*who*, *which*, *where*, *whose*, *when*. Explain what work each word does,
- or, 2. Write three sentences containing adverb phrases and three containing adjective phrases.
3. Use the following words in sentences in as many different ways as you can,—*fire*, *clean*, *behind*, *about*, *busy*. Say what part of speech each becomes in the sentence.
- B 1. Pick out subjects and predicates in verse above and say what part of speech each word is in lines 1 and 2.
2. Make six sentences with a different preposition in each.

English History.

- A & B 1. Who was Mary Queen of Scots? Write a short account of her.
2. Describe "how the Armada failed to reach home again."
3. "Seldom was any woman better provided with learning or accomplishments." Mention some of them, and give three instances to show why Elizabeth was so great a queen.

French History.

- A 1. Give an account of two of the following,—(a), the great defeat and abdication of Charles V., (b), the Conference of Poissy, (c), the peace of Amboise.
2. What do you know of the Reforms of Henry IV. and Sully?
- B 3. What do you know of two of the following incidents?—(a), The Duke of Guise takes Calais, (b), the trial of Condé, (c), the Battle of Ivry, (d), Henry IV. joins the Roman Catholic Church.

General History.

- A 1. Give some account of (a), Sargon, (b), Babylon, "the Queen of Asia."
2. What do you know of, (a), the buildings, (b), the books of the Chaldeans? Give a rough sketch of one drawing you have made in your Century Book this term.

Citizenship.

- A 1. Describe (a), Timoleon's arrival in Sicily, or, (b), the desolation of Syracuse after the capture by Timoleon. What did Timoleon do to restore the city?
2. In what way did, (a), Lieutenant Willoughby and, (b), Columbus, show patriotism? Mention other examples of patriotism, and write fully about one of them.
- B 1. Tell the story of Horatius.

Geography.

- A 1. Describe (with a rough sketch map to show the situation), (a), the region known as Mesopotamia, (b), a journey from Damascus to Mecca.
2. Give some account of, (a), the preparations made by the Spanish King for his "famous expedition and pre-supposed victory," giving a rough sketch map, or, (b), Admiral Duncan and the North Sea Mutiny.
3. Into what provinces is Australia divided? Give some account of two of them,
- or, A & B 1. Give a map of Warwickshire, putting in the boundaries, towns and rivers. Describe two of its towns and a famous castle.
- B 1. Give a rough sketch map of India, putting in the boundaries and six of the chief cities. Say what you know about two of them.
2. Where is Tasmania? What could a traveller find out about the products of Tasmania by journeying through the country?

Natural History.

- A 1. Describe, with drawings, the work that goes on in an ant hill.
2. Describe experiments you have watched which illustrate, (a), combustion, (b), chemical affinity, (c), a chemical combination,
- or, 2. What was Sir Isaac Newton's idea of Light? How was light proved to be wave motion?
- B 1. What is the cause of, (a), the colours of sunset, (b), a rainbow?
2. Give a short account of the work that ice does in shaping the surface of the earth.

Picture Study.

Describe "Jacob's Dream," by Ribera.

French.

- A 1. Write, in French, (a), an account of "L' arrivée de la Famille Gérard," or, (b), the story of "L' Arabe et son Cheval."
2. Make five sentences, using the feminine of the following adjectives.—*bon, doux, blanc, beau, nouveau,*
or, 2. Use in sentences the following,—*je désire que, bien que, quoique, afin que, le premier que.*
- B 1. (Oral.) Describe in French a visit to the hairdresser.
2. (Written.) Write five sentences, using the following verbs in the "Passé Défini,"—*aller, demander, écrire, prier, passer.*

Latin.

- A 1st year. 1. Write the Present Indicative Active of any Second Conjugation verb, and the Future Indicative Active of any Third Conjugation verb.
2. Translate § 50 A, sentences 4 and 18.
3. (a), Translate *A First Latin Course*, § 73, from "Romani" to "exponit," (b), Read again the Latin of (a), then write a narration in Latin.
- 2nd year. 1. Decline "animal ingens."
2. Translate (1) The king has swift ships. (2) The songs of the soldier are sweet. (3) Many stars have famous names.
3. (a), Translate *Gradatim*, Story 28, from "Augustus" to "dimittit." (b), Read again the Latin, then write a narration in Latin.

Arithmetic.

- A 1. Find by Practice the cost of 523 articles at £2 : 18 : 9 each.
2. Divide 18/6 between two boys so that one gets twice as much as the other.
3. A girl had two reels of thread and always cut off the same length of thread. One reel contained 391 inches of thread and the other 493 inches. She finished both, leaving no remainder in either case. What length of thread did she cut off?
- B 1. A grocer had 15 cwt. 1 qr. 7 lb. of sugar and sold 2 cwt. 2 qr. 3 lb. How much had he left?
2. A clock lost 3 seconds in an hour. How much would it lose in a week?
3. A hockey-field is 100 yards long and 60 yards broad. A girl runs round the edge 5 times. How much less than a mile has she run?

Geometry.

1. Construct a triangle ABC with BC=2.7 inches, angle ABC 65° and angle ACB 75° . How big is the angle at A?
2. A pole 12 feet high is held upright by two ropes from the top, in exactly opposite directions, fastened by pegs to the ground 9 feet from the bottom of the pole on each side. Draw a diagram, scale 3 feet to 1 inch. Find the length of the ropes.

Algebra.

1. If $a=3, b=5, c=0$, find the value of each of the following:
(1) $2a^2b$. (2) $3abc$. (3) $6ab^2$. (4) $\frac{4ab^2}{3b}$
2. Add together: $3x^3 - 5x^2y + 7xy^2 - y^3$ and $2x^3 + 3x^2y - 5xy^2 + 2y^3$, and take away $3x^3 + 2x^2y + 2xy^2 - 2y^3$.

Drawing (with brush and in colour).

1. An original illustration for a scene in *The Abbot*.
2. Two kinds of wild fruits (from nature).

Musical Appreciation.

What music by Schubert have you heard this term? Say what you can about one of his (a), songs, or, (b), pieces for piano.

Recitations.*

Father to choose a hymn, a poem, or a scene from *A Midsummer Night's Dream*, and two passages from the Bible Lessons.

Reading.*

Father to choose unseen passage.

Music.*

Examine in work done and report progress.

Singing.*

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill.*

Drill, before parents.

Work.*

Outside friend to examine, but list of handicrafts completed to appear in *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 5th. Papers to be posted on Saturday, the 10th, with no other enclosure.

N.B. 2.—Subjects thus indicated (★) to be marked on the *Parents' Report* according to Regulations, and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Members are asked to read the Regulations carefully, as much time is lost by the examiners when (a), there is no numbered list of the subjects sent for examination, (b), the papers for each child are not fastened together, (c), the name of the *member* does not appear, or (d), the totals of parents' marks are not given.

N.B. 4.—Cambridge paper and the special envelopes should be used. Answers may not be written on both sides of the paper. The papers should be tied together loosely with string at the left-hand corner, and should be packed flat.

N.B. 5.—Please note carefully (a) the amount of written work expected in Form II.B, (b), the Regulations as to the number of papers to be sent in by Schools.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.